

Rainbow Out of School Clubs at Woodlands

Woodlands Infant School, Hunt Road, Tonbridge, Kent, TN10 4BB

Inspection date

7 July 2016

Previous inspection date

13 October 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The key-person system works effectively and helps children form secure and trusting relationships with staff. This supports them to develop good levels of emotional well-being and self-esteem.
- The manager regularly evaluates the environments and play opportunities. For example, she carries out regular observations to identify areas of practice to develop further. This helps keep children motivated during their time at club.
- Staff maintain positive partnerships with parents. For example, they offer a home visit to meet staff, before children start at the club. This helps children to settle well.
- There are good experiences available for children to explore and investigate. For example, they participate in regular science activities.
- Children have good opportunities to develop and challenge their physical skills. For example, they balance on obstacles and climb trees in the woodland area.
- Staff maintain good links with the school that children attend and support children through a good consistency of care. For example, they share project ideas and achievements.

It is not yet outstanding because:

- Staff do not always organise daily routines well to engage and interest children at all times.
- Staff miss some opportunities to improve children's understanding of how to keep themselves healthy as they follow routine hygiene practices.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the organisation of some daily routines to ensure children remain engaged and interested
- extend children's understanding further of how to keep themselves healthy.

Inspection activities

- The inspector observed the interactions between staff and children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and considered their views.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager supports the staff team well to develop their skills and keep them up to date with new ideas. For example, they attend regular training that strengthens their knowledge further. She monitors the consistency of their practice well. For example, she holds regular meetings to discuss areas of strength and training needs. She provides constructive feedback and staff take the new ideas on board, to improve children's time at the club. The manager follows effective systems to help ensure that all staff are suitable for their role. For example, staff complete reviews of the policies and procedures, and receive a job description outlining their responsibilities. All staff have a good understanding of the safeguarding policies and procedures to follow in the event of a concern. They know who to contact to protect the welfare of children. Children have a good understanding of how to keep themselves safe. For example, they take part in challenging activities that require a level of maturity and manage risks very sensibly, such as building camp fires. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children have an active role in their time at club. For example, they are very keen to request activities and the staff willingly include these into the daily plans. The staff know children well and take account of their individual interests and personalities. For instance, children who show an interest in writing create their own poems in short writing competitions. Children take pride in their own and their friends' successes. For example, they eagerly talk about their achievement stars at group times, to share what they have accomplished. Children are confident and happily talk with their friends and staff about what they are doing.

Personal development, behaviour and welfare are good

Children are confident, happy and demonstrate good social skills. For example they take turns, share and show respect for each other's views and ideas. Children develop strong and meaningful friendships. Staff are good role models, such as using positive manners and behaviour. Children are polite and behave well. Staff encourage children to resolve conflicts in a mature manner. For example, children have reflection and compromise meetings to talk through any disagreements. Children have a good understanding of similarities and differences in people. For example, they celebrate festivals and events from around the world. They show respect and kindness for others.

Setting details

Unique reference number	EY425328
Local authority	Kent
Inspection number	1054491
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 8
Total number of places	24
Number of children on roll	53
Name of registered person	Rainbow Out of School Clubs Ltd
Registered person unique reference number	RP529704
Date of previous inspection	13 October 2014
Telephone number	07717214041

Rainbow Out of School Clubs at Woodlands registered in 2011. It operates from two classrooms at Woodlands Infant School in Tonbridge, Kent. The club is open on Monday to Friday from 3.15pm to 6pm during school term times and on Monday to Friday from 8am to 5pm for three weeks during the summer holidays. The club employs three staff, one of whom holds a level 3 early years qualification.

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